

Indiana High Ability Language Arts Project:

Phase II



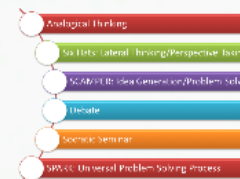
Indiana High Ability Language Arts Project:

Phase II



IHALA Unit Overview

IN Code 20-36-2-2: Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in core academic areas



Grade/Unit	First Semester (9-12 weeks)	Mid Units (3 weeks) *Year do not have a mid-unit week but extend students' exposure to it's original unit	Second Semester (9-12 weeks)
Kindergarten			Connections to my World
1 st Grade	Signs and Symbols: Connections for Making Meaning		
2 nd Grade	Connections of the Heart		Exploring Acoustics in Language and Literature
3 rd Grade	Big Changes: Ties of Story		Stories in Interactions
4 th Grade	Change: Making a Difference	Mid Unit 4	Stories in Life and Literature
5 th Grade	Change: The Hero's Journey	Mid Unit 5	Values and their Influence
6 th Grade	The Power of the Artist	Mid Unit 6	Stories through the Ages
7 th Grade	The Power of Words	Mid Unit 7	Memory: Create the Righter Side
8 th Grade	Power: Justice, Justice, and Change	Mid Unit 8	Stories: Symbols: Recognizing Self in Society
9 th Grade	Perceptions: Changing Others into Yourself		
10 th Grade	Influence in the World Around Us		

IN Code 20-36-2-2: Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in core academic areas



Thinking Skills

- Conceptual Thinking
- Critical & Creative Thinking
- Metacognition



Acceleration

- Advanced Readings/Vocabulary
- Pace of Instruction
- Above Grade Level Standards



Enriching Experiences

- In-Depth Coverage
- Choice
- Authentic Experiences
- Independent Study



Conceptual Thinking

Problem Based Learning

Paul's Reasoning Model

Creative Problem Solving

Research Process

Writing



Analogical Thinking

Six Hats: Lateral Thinking/Perspective Taking

SCAMPER: Idea Generation/Problem Solving

Debate

Socratic Seminar

SPARK: Universal Problem Solving Process

Grade/Unit	First Semester (9-12 weeks)	Mini Units (3 weeks) These do not have a singular focus but address standards not covered in the original units	Second Semester (9-12 weeks)
Kindergarten			<i>Connections to my World</i>
1 st Grade	<i>Signs and Symbols: Connections for Making Meaning</i>		
2 nd Grade	<i>Connections of the Heart</i>		<i>Exploring Structure in Language and Literature</i>
3 rd Grade	<i>The Changing Faces of Story</i>		<i>Beauty in Interactions</i>
4 th Grade	<i>Change: Making a Difference</i>	Mini Unit 4	<i>Systems in Life and Literature</i>
5 th Grade	<i>Change: The Hero's Journey</i>	Mini Unit 5	<i>Values and their Influence</i>
6 th Grade	<i>The Power of the Mind</i>	Mini Unit 6	<i>Honor through the Ages</i>
7 th Grade	<i>The Power of Words</i>	Mini Unit 7	<i>Identity: Down the Rabbit Hole</i>
8 th Grade	<i>Power: Leaders, Legacies, and Leverage</i>	Mini Unit 8	<i>Identity Ignition: Recognizing Self in Society</i>
9 th Grade	<i>Perspectives: Turning Mirrors into Window</i>		
10 th Grade	<i>Influence in the World Around Us</i>		

Common Elements

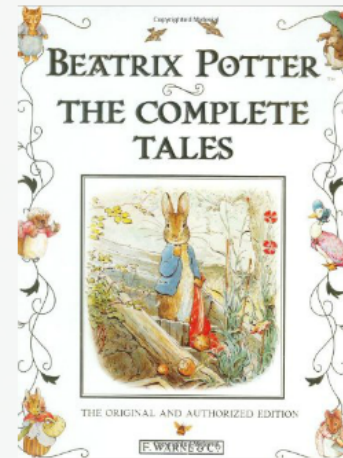
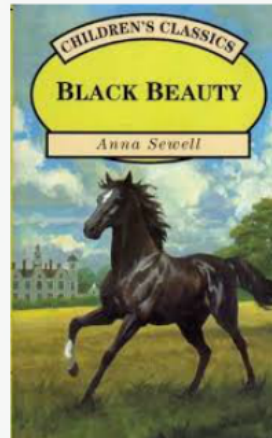
Materials List
Pre-Post Tests
Grammar Exercises
Vocabulary Maps
Reading Analyzers
Models for Developing Higher Level Thinking
Interdisciplinary Connections
Public Domain resources
Standards Alignment
Teachers Tips
Differentiation Tips

2nd Grade: Exploring Structure in Language and Literature: Amy Jones

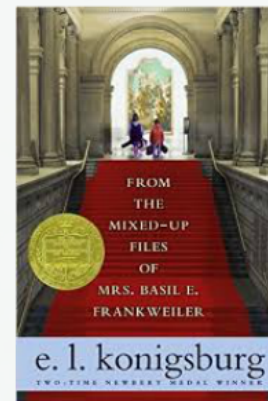
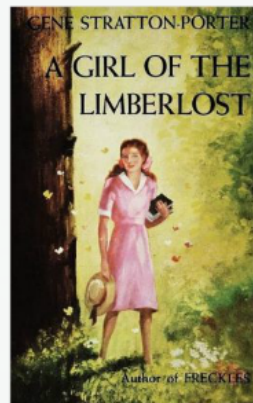


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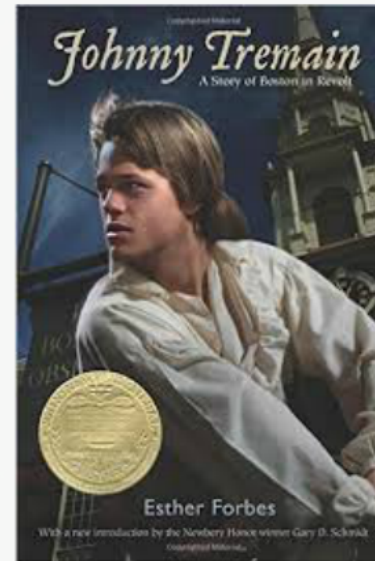
3rd Grade: Beauty in Interactions: Claire Edwards



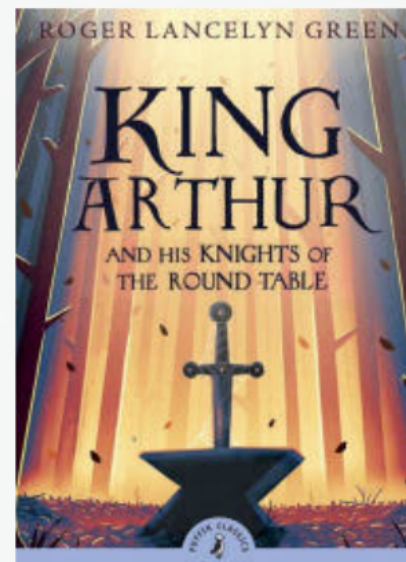
4th Grade: Systems in Life and Literature: Lauren Whiteford



*5th grade: Values
and their
Influence:
Jennifer Gosch*



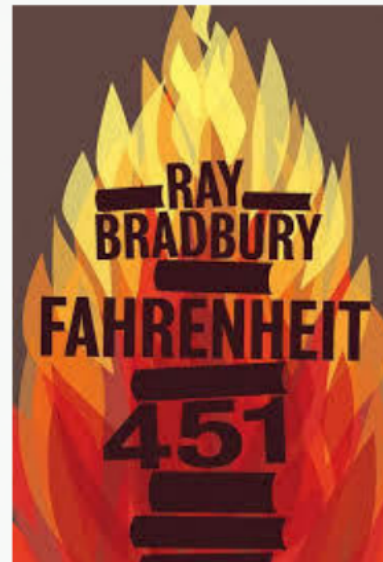
*6th grade:
Honor through
the Ages:
Monica Plantan*



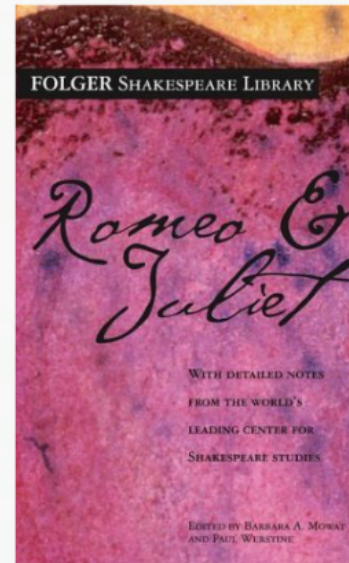
*7th Grade:
Growth:
Down the
Rabbit Hole:
Jason
Brumback*



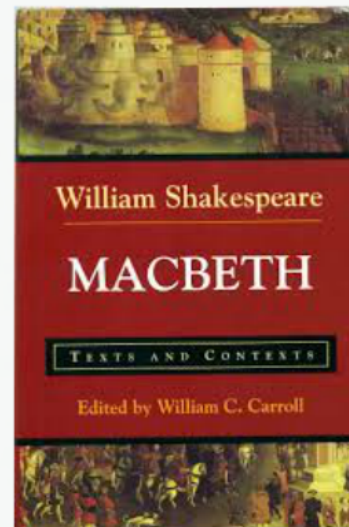
*8th grade:
Identity Ignition:
Recognizing Self
in Society:
Jason Brumback
and Katie Isch*



*9th grade:
Perspectives:
Turning Mirrors
into Windows:
Katie Isch*



*10th grade:
Influences in the
World Around Us:
Carol Kazmierczak*



Instructional Models



6th Grade: Honor Unit

Should everyone get a participation trophy?

The game of croquet
SCAMPERed



Examples of Macro Concepts

Power
Identity
Growth
Change
Values
Honor

Structure
Systems
Interactions
Influence
Connections
Perspective

What question
do you want to ask?
Is there a better way to do it? Is there a
better way to do it?

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Debate

Why debate?

Develops critical thinking and presentation skills

- Analytical thinking
- Identify bias
- Distinguish fact vs opinion
- Teamwork
- Consider Perspectives
- Organizational skills
- Exquisite in speaking
- Remember too frequent



Find a "Should" topic to use
efficiency that the class
can hold their?



Examples of Macro Concepts

Power

Identity

Growth

Change

Values

Honor

Structure

Systems

Interactions

Influence

Connections

Perspective

Quote Analysis

Who said it, and what point were they trying to make?

Is there a lesson that can be learned from the quote? What might it be?

*What common ideas do you see
across these quotes?*

across these quotes?

*What are some true statements of all values?
How might you define values?*



6th Grade: Honor Unit

*Should everyone get a
participation trophy?*

Debate

Why debate?

Develop critical reasoning and presentation skills

- Analytical thinking
- Identify bias
- Distinguish fact v opinion
- Teamwork
- Consider Perspectives
- Organizational skills
- Etiquette in speaking
- Persuasive techniques

Debate Rules of Engagement:

- No insulting remarks.
- You must raise your hand if it's not your time to speak.
- Teams lose 1 point for each interruption.
- Teams lose 1 point for whispering while another speaker is talking.

Opening Statements	• Team 1 - 3 minutes • Team 2 - 3 minutes
Rebuttal	• Team 1 - 3 minutes • Team 2 - 3 minutes
Position Summary	• Team 2 - 2 minutes • Team 1 - 2 minutes

Unit 4: Should kids get an allowance tied to doing household chores?

Unit 10: Should math and science courses at the middle and high school be segregated by gender?

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Position Summary

- Team 2 - 2 minutes
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Unit 4: Should kids get an allowance tied to doing household chores?

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S

- Substitute



C

- Combine



A

- Adapt



M

- Minify/Magnify



P

- Put to Other Uses



E

- Eliminate



R

- Reverse/ Rearrange

*Should
partic*

The game of croquet SCAMPERed

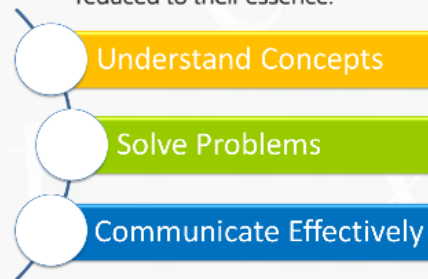


***Unit 7: Choose a game or sport
to SCAMPER***

Instructional Models

Analogies

Complicated things are easier to grasp when reduced to their essence.



Explain. First, use an analogy throughout the lesson. Then, use metaphorical language that explains the symbolic use of this or that. Ask students to write a paragraph about an analogy and explain how they connect to their life.

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Socratic Seminar



General Teacher

- Information needed
- Diagram question, topic, topic
- Research if needed
- Critical thinking needed
- Research needed



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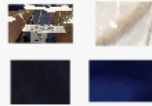
SPARK PROBLEM SOLVING PROCESS



STOP

3rd grade Unit: Use SPARK to develop opportunity to increase interactions between youngest and oldest students in the building

2nd Grade Unit: Goal: Build a bridge that will support 21 elephants (21 weights).
Bridge must cross 12-inch span.
Bridge will be 8 to 12 inches high.



Gingineering



SPARK PROBLEM SOLVING PROCESS



STOP

SPARK PROBLEM SOLVING PROCESS



1 PROBLEM/POTENTIAL IDENTIFICATION

(root of the issue, design flaw, possibility, or opportunity)

In the first stage the goal is to identify the problem that is causing an issue or to identify a potential opportunity.



2 PARAMETERS

(cost, materials, stakeholder points of view, time, other resources)

Are there constraints or factors that need to be considered before we start thinking about solutions to the problem?



3 POSSIBILITIES

Generate as many ideas as possible, and allow a generous amount of time for idea generation (including a break, if possible, to allow for potential ideas to incubate and then be shared). No comments or feedback is to be given on the ideas at the stage.



4 PUSH, PULL, PIGGYBACK

Select the 5 or so most promising ideas and then put them on the stage to evaluate.

Imagine a tug of war where the idea is pushed and pulled up to determine if it can withstand the challenges to its merit that are brought forth.



5 PROPOSAL

Create a proposal for how the idea may come to fruition. Depending on the type of problem and idea, the proposal may include drawings, designs, descriptions, timelines, materials, checklists, flowcharts.



6 PRODUCT

The product is the finished idea or product. A product can either be tangible (something that can be touched such as a new invention) or intangible (such as a new way to organize something).



7 PROOF

"The proof is in the pudding" means you cannot just tell people that the pudding is good; they need to taste it themselves to decide. The same is true for any solution to a problem. It needs to be tested before it can be celebrated as a success.



8 PLAYBACK

A review and evaluation process is needed where feedback is gathered to determine what, if anything, needs to be changed. This may result in the need for parts (or all) of the problem solving process to be revisited until eventually an idea is proven to be viable.

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SPARK PROBLEM SOLVING PROCESS



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8



Gineering



*3rd grade Unit: Use SPARK to develop
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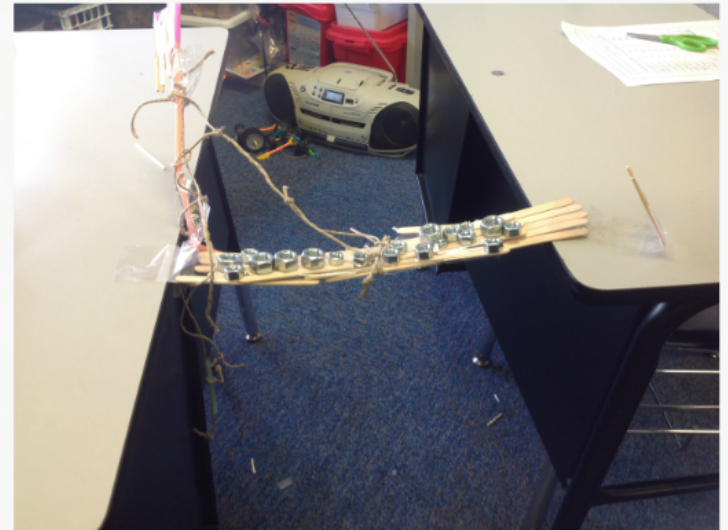
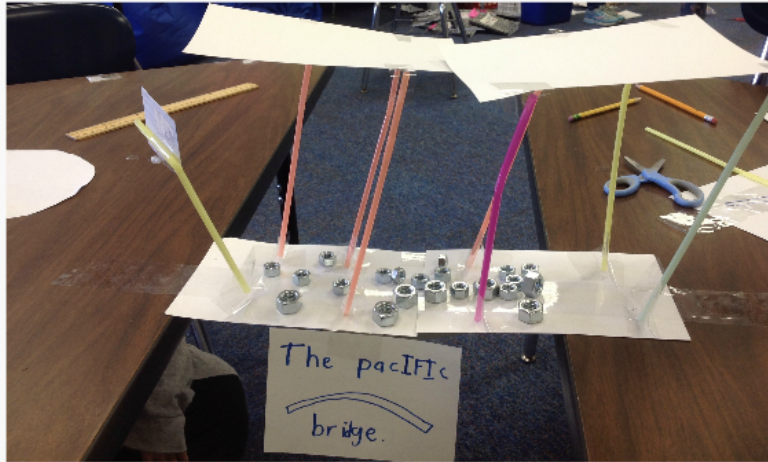
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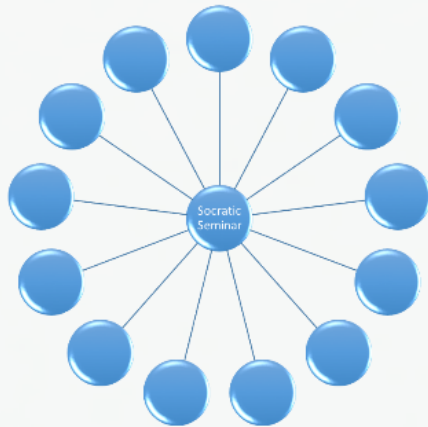
PLAYBACK



Gingineering



Socratic Seminar



Role of Teacher

- Select rich reading
- Prepare questions (use Paul's Reasoning if needed)
- Model when needed
- Resist summarizing

Ways to Enter the Discussion:

- "I agree/disagree with _____ because..."
- "I can add to _____'s point and say that..."
- "There is evidence for what _____ is saying in the reading. On line _____, you can see..."
- "Can you clarify what you mean by..."
- "Would you agree with the statement '_____'"
- "I think I understand what you are getting at, but I am not sure. Can you explain it a little bit more?"
- "What part of the reading made you think that?"
- "I interpreted things differently. What I think is..."
- "You make an interesting point, but I have a different opinion. My opinion is..."

Rules for Socratic Seminar

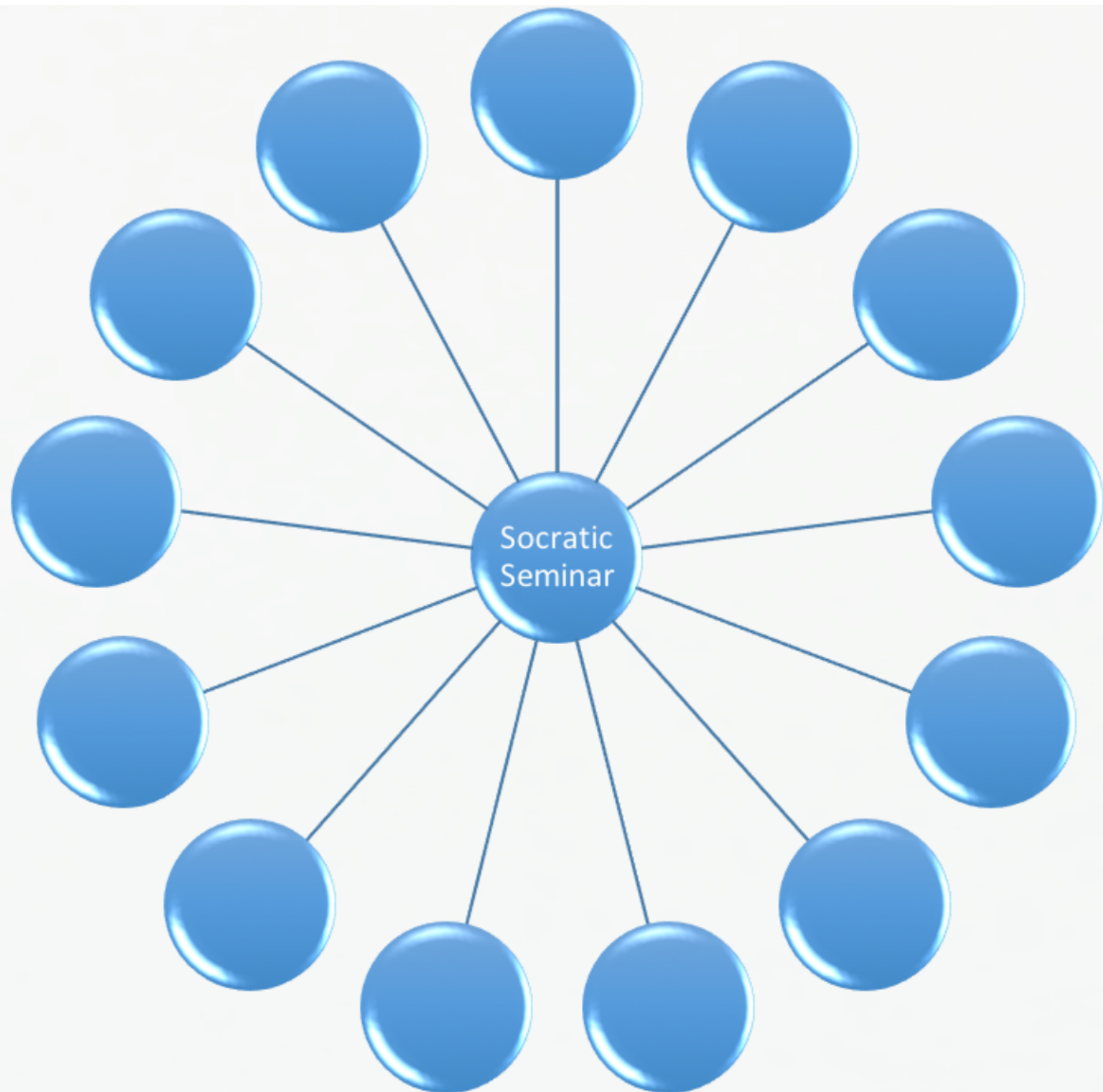
- Listen carefully. (No speaking until the current speaker has finished.)
- Refer directly to the text. (Number the lines.)
- Build on previous comments in a respectful way. (Post possible response starters in the room.)

Out of 2045 students,
80% reported cheating

*Unit 9: Cheating scandal
at Stuyvesant High School*

Sample Questions from Unit 9:
What is the central issue expressed in the text?
How are the views of the students outside community all different?

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***Unit 9: Cheating scandal
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Bad classes; Worse teachers

Pressure for top grades to
score entrance into top colleges

Perverse moral relativism;
ends justify the means

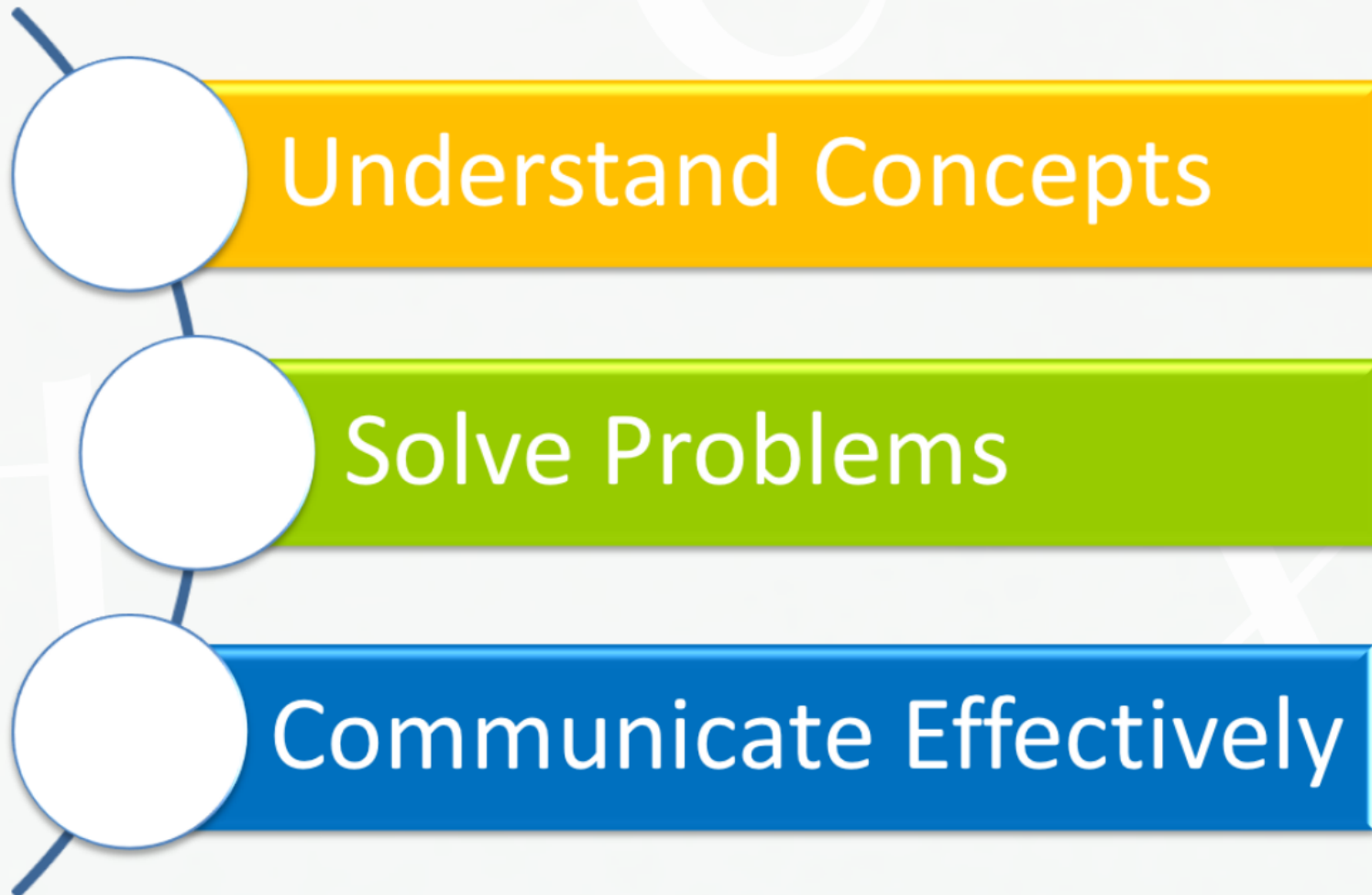
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Perverse moral relativism;
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Sample Questions from Unit 9:
What is the central issue expressed in the article?
How are the views of the students, teachers, and
outside community all different?

Analogies

Complicated things are easier to grasp when reduced to their essence.



Unit 8: Fire is used as a symbol throughout the novel. Write a metaphorical paragraph that explains the symbolic use of fire in your life using as many imagery details as you can and explaining how they connect to your life.